



Granada Hills Charter

10535 Zelzah Ave. • Granada Hills, CA 91344 • 818.360.2361 • Grades K-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

District

10535 Zelzah Ave.
Granada Hills
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District Governing Board

Jim Salin

Joan Lewis

Jody Dunlap

Lorene Dixon

Supriya Chakravarty

Christine Hutton

Maribel Campos

District Administration

Brian Bauer
Superintendent

School Description

Granada Hills Charter, the largest charter school in the nation, is an independent public school in the San Fernando Valley. A fiscally independent conversion charter school, Granada Hills Charter has a current student enrollment of approximately 4,750 in its high school program and 400 students enrolled in its new TK-8 program. The School's student population is one of the most diverse, with more than 40 languages other than English spoken at home and over 60 nationalities represented. Over 50 percent of students are eligible for the National School Breakfast and Lunch Program. As a 501c3 non-profit benefit corporation, the School's Governing Board is the legal entity overseeing all school policy and its \$65 million operating budget.

Granada Hills Charter High School is consistently ranked as one of the best schools in the state and the nation. Students can choose from many AP, honors and college-prep courses offered in a variety of disciplines and can enter academic programs such as AP Capstone, Global Business and Finance; Granada Guaranteed Curriculum; iGranada; International Baccalaureate; Global Human Initiative; CTE; and STEM. GHC has award-winning academic, robotics, visual and performing arts, business, and athletic teams. Every student is issued a Google Chromebook for use at school and at home to best equip them for the 21st Century.

Mission and Vision Statements - Grades TK-12: 14 Years at GHC

Granada Hills Charter will provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society.

The school's vision is to ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation and in preparation for college and the 21st century workforce.

Every student who graduates from GHC will be:

- An Effective Communicator, able to read, write, converse and listen for a variety of purposes;
- An Information Manager, able to locate, access, organize, evaluate and apply information in a complex and technological world;
- A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems;
- A Productive Member of Society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a linguistically and culturally diverse global community; and,
- A Lifelong Learner, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

The Granada Hills Charter Governing Board continues to address established school goals. These goals are continuously validated by high student academic achievement, receipt of a five-year renewal of our charter in 2018 from Los Angeles Unified, our charter authorizer; maintenance of a financially sound budget; and expansion of academic program offerings.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1,169
Grade 10	1,191
Grade 11	1,218
Grade 12	1,120
Total Enrollment	4,698

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.3
Asian	17.6
Filipino	9.4
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	0.4
White	25.5
Two or More Races	1
Socioeconomically Disadvantaged	52.7
English Learners	2.4
Students with Disabilities	8.6
Foster Youth	0.2
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Granada Hills Charter	17-18	18-19	19-20
With Full Credential	172	170	189
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for District	17-18	18-19	19-20
With Full Credential	♦	♦	21,054
Without Full Credential	♦	♦	783
Teaching Outside Subject Area of Competence	♦	♦	1,103

Teacher Misassignments and Vacant Teacher Positions at Granada Hills Charter

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>The Language of Composition Reading Writing Rhetoric Literature Reading Fiction Poetry and Drama Literature 11th (McDougal Littell) 2010 Literature 10th (McDougal Littell) 2010 Literature 9th (McDougal Littell) 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Algebra and Trigonometry Structure and Method 2000 Calculus Graphical, Numerical, Algebraic (AP Edition) 2003 The Practice of Statistics for AP 4th Ed. 2012 Calculus (Pearson) 20003 Precalculus 5th Ed. (Brooks/Cole) 2010 Trigonometry 8th Ed. (Pearson) 2005 CPM Geometry, 2017 Big Ideas Algebra I, Algebra II and Geometry 2018 Illustrative Math Algebra I 2018 Java 4th Ed. (McGraw Hill) 2004 Barron's AP Computer Science (5th ed)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Chemistry, 8th Ed. 2011 Chemistry HL 2nd edition (Pearson) 2016 World of Chemistry (Brooks/Cole) 2012 Physics Giancoli 6th Edition (Pearson) 2005 University Physics (Pearson) 2012 Conceptual Physics (Prentice Hall) 2009 Biology (Prentice Hall) 2004 Campbell Biology (Benjamin Cummings) 2012 Biology Concepts & Applications 8th Ed. (Brooks/Cole) 2011</p> <p>Living in the Environment, AP Ed. 2011 Human Anatomy and Physiology, 7th Ed. (Pearson) 2007 Hole's Essentials of Human Anatomy and Physiology 12th Ed. (McGraw Hill) 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Foundation of Economics 2010 Econ Alive! The Power to Choose and Government Alive! Power, Politics, and You (TCI) 2016 American Government: Roots & Reform, 10th Ed. 2010 The Cultural Landscape, 10th Ed. 2010 World History in Documents (NYU) 2008 World Geography (Glencoe) 2005 Magruder's American Government (Pearson) 2009 Hist 2 Volume 2 Student Ed (Wadsworth) 2011 United States History Modern America (Pearson) 2011 Modern World History (McDougal Littell) 2006</p> <p>Myers Psychology for AP (BFW Worth) 2011 Psychology, Principles in Practice (Holt McDougal) 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Al-Kitaab (Georgetown University Press) 2011 Alif Baa (Georgetown University Press) 2010 AP Spanish Language and Culture Exam Preparation (Vista) 2014 Reflexiones (Pearson) 2012 Dynamic Korean (Foundation for Korean Language and Culture in the USA) 2009 French B (Oxford) 2012 Spanish B (Oxford) 2012 Master ASL Level (Sign Media) Master ASL Fingerspelling, Numbers, and Glossing Exprésate 1 (Holt) 2004 Exprésate 2 (Holt) 2004 Exprésate 3 (Holt) 2004 Entre Mundos (Pearson Prentice Hall) 2018 T'es Branché? 1 (EMC Publishing) 2014 T'es Branché? 2 (EMC Publishing) 2014 T'es Branché? 3 (EMC Publishing) 2014 Integrated Chinese (Cheng and Tsui) 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Lifetime Health (Holt) 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Exploring Visual Designs (Davis) 2000 OnCooking (Prentice Hall) 2003 The Musicians Guide to Theory and Analysis (Norton) 2011 American Art, Wayne Craven 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Proposition 39 energy grant funds have been used to replace 40+ units during summer 2019. Another 20+ units are scheduled for replacement in Spring 2020. All gas and sewer leaks addressed appropriately throughout the school year.
Interior: Interior Surfaces	Good	Classrooms and office need updated painting. School continues to prepare a new deferred maintenance plan, and will address painting/flooring/furniture in that process. Culinary Classroom remodel is underway with planned completion in winter 2020.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Pest mitigation performed annually or as needed. Campus cleanliness is prioritized by facilities and operations staff.
Electrical: Electrical	Fair	LADWP installed a temporary transformer to power campus in December 2018, with plans on permanent replacement in a few years. Minor modifications made in classroom and server room in 2019.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	LAUSD undergoing major plumbing project to replace antiquated utilities, with completion expected by end of 2021. Restrooms are cleaned and stocked multiple times each day, or as needed. Fountain water is filtered.
Safety: Fire Safety, Hazardous Materials	Good	Annual testing performed in 2019.
Structural: Structural Damage, Roofs	Fair	Roof leaks occur during raining season. School working on roof maintenance and replacement plan.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	TK-8 Program campus construction is underway with completion planned in Summer 2021.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	75	77	43	45	50	50
Math	55	55	32	34	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1185	1171	98.82	76.50
Male	584	578	98.97	71.45
Female	601	593	98.67	81.42
Black or African American	38	38	100.00	76.32
American Indian or Alaska Native	--	--	--	--
Asian	215	212	98.60	87.26
Filipino	113	113	100.00	83.19
Hispanic or Latino	506	501	99.01	71.00
White	269	264	98.14	74.62
Two or More Races	16	16	100.00	93.75
Socioeconomically Disadvantaged	677	669	98.82	72.75
English Learners	48	46	95.83	32.61
Students with Disabilities	112	106	94.64	22.86
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	16.0	24.6	36.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1185	1166	98.40	55.08
Male	584	576	98.63	55.13
Female	601	590	98.17	55.03
Black or African American	38	37	97.37	37.84
American Indian or Alaska Native	--	--	--	--
Asian	215	212	98.60	78.20
Filipino	113	112	99.12	68.75
Hispanic or Latino	506	499	98.62	40.76
White	269	263	97.77	60.15
Two or More Races	16	16	100.00	50.00
Socioeconomically Disadvantaged	677	663	97.93	49.39
English Learners	48	46	95.83	19.57
Students with Disabilities	112	105	93.75	12.38
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are involved through the Governing Board, charter governance committees, and parent groups. At least one parent serves on the GHC Governing Board. In addition, a parent may also serve the Governing Board through any of three Community and At Large Boards. There are two parent members on each of the three standing committees (Curriculum and Instruction, Student Services, and Operations). These committees along with the Parent Advisory, School Site Council, and English Learner Advisory Committees are responsible for developing and assessing proposals that are ultimately approved by the Governing Board. Other parent organizations support athletic teams and student activities. Translators are available at selected meetings for parents who speak a language other than English. The PTSA provides additional opportunities for involvement, and many parents volunteer to assist with school activities and at Open House and Back-to-School Night. Parents additionally volunteer as chaperones on field trips and excursions, work GHC community events, share their areas of expertise as guest speakers and assist in community outreach to obtain student internships, job shadowing experiences and mentors for our students.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Granada Hills Charter maintains clean and safe campuses staffed by continuous security and seven-day per week plant and facilities crew. Granada Hills Charter has developed a comprehensive Safe School Plan in cooperation with LAUSD and local law enforcement which is reviewed and revised each year. The PTSA holds an annual community safety meeting to present the Safe School Plan. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, and lockdown emergency drills are well established. Fire and earthquake evacuation drills are held regularly.

Both the TK-8 and 9-12 campuses are secured during the school day and all visitors must register with the office and are assigned a pass that permits them to visit only specific offices or classrooms. A staff member is regularly assigned to the only open entrance used during the school day. Additionally, cameras located at these entrances ensure that all visitors are monitored once they enter the campus. Additional safety cameras and commercial lights were added to the campus-monitoring network within the past few years. Following the latest recommendations on school safety procedures, GHC has implemented School Gate Guardian, a front door check-in system that retains a full database of all school visitors. In addition, GHC has safety and emergency supplies to meet the school and community needs in the event of a major earthquake or other emergency.

Campus safety personnel include a full-time school police officer, discipline deans, attendance deans, a campus security coordinator, full-time campus aides, and 24 hour-security guards. The Safety Committee meets monthly and conducts both announced and unannounced safety drills during non-instructional time. Members attend various trainings, including an LAPD training, Los Angeles School Police Training and other local and national trainings.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.4	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	469.8

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	2
Nurse	2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	10
Other	6

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	29	28	83	47	29	18	88	43	27	18	97	34
Mathematics	31	15	46	70	30	25	38	79	32	14	40	84
Science	26	50	26	60	26	49	36	68	27	46	30	71
Social Science	25	58	45	62	24	79	31	68	26	56	49	63

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

GHC provides schoolwide and targeted professional development to both certificated and classified personnel. Before the start of each semester, teachers have professional learning days to establish goals and lay the groundwork for targeted professional development for the year. During the year, teachers and instructional aides meet every Tuesday morning for an hour before school for department, interdisciplinary, and academic program meetings. In addition, teachers have extended professional development meetings several times throughout the year. Teachers meet in their content-specific or grade level groups to establish the guaranteed curriculum, share practice, evaluate strategies, develop common formative and summative assessments, examine data, calibrate grades using student work, and identify students who need intervention and additional support. The flexibility of horizontal and vertical teaming helps teachers understand student performance in similar groups and assist in developing instruction that supports longitudinal skills.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (ES)	\$117,494	\$125,830
Average Principal Salary (MS)	\$132,291	\$131,167
Average Principal Salary (HS)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,095	\$3,039	\$9,056	\$89,974
District	N/A	N/A	\$8,068	\$74,789
State	N/A	N/A	\$7,506	\$82,403

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.5	18.4
School Site/ State	18.7	8.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

A major portion of the school budgetary requirements are fulfilled through funding from the state local control funding formula, other categorical programs, and the state lottery. Additional funding comes from property taxes, special education, federal and state grants, and funding based on per pupil enrollment. Major expenditures include salaries and benefits, improvements to buildings and equipment, tutoring, instructional resources and supplies, and technology. Title I federal funds support our efforts to enable all students to meet state educational standards and graduate in four years. Title II federal funds contribute to staff training and technology. The PTSA, the Booster Club and the community-at-large provide for other whole school needs. The GHC Development Office continues to seek additional financial support from alumni, the community, foundations, and private businesses through promotion of the Annual Fund.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Granada Hills Charter	2015-16	2016-17	2017-18
Dropout Rate	1.5	1.6	0.7
Graduation Rate	95.1	93.8	93.6

Rate for District	2015-16	2016-17	2017-18
Dropout Rate	13.7	10.8	11.3
Graduation Rate	77.3	79.7	80.1

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	863
% of pupils completing a CTE program and earning a high school diploma	94%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

Career Technical Education Programs

Granada Hills Charter grades 9-12 offers three established Career Technical Education strands with the shared support of a Perkins Grant. Courses are offered in automotive, culinary arts, and business. The Global Business and Finance (GBF) Program for grades 10-12 provides a foundation of business and finance coursework which includes Money and Banking, Business Statistics, and Entrepreneurship taught by a collaborative group of teachers. Students have access to a variety of summer work experiences and internship explorations from a variety of local businesses. Articulation agreements are established with Los Angeles Pierce College, local adult schools and occupational centers to enhance the CTE curriculum and provide opportunities for students to advance their skills. Advisory Committees and Trade Advisory Committees consisting of local business, community college and university representatives meet semi-annually to provide input for refining and enhancing our CTE programs. GHCHS continuously explores opportunities for CTE students to participate and intern in local businesses and universities.

Annual surveys are conducted in which graduates are encouraged to report their continued interest in CTE coursework initially explored at Granada Hills Charter. Advisory Committees comprised of local business, industry, junior college and university representatives meet semi-annually to provide input on curriculum, program development and articulation to ensure successful preparation of our students. Our high school offers courses intended to help students prepare for the world of work. These CTE courses are open to all students. All programs include A-G graduation requirements and all CTE courses are A-G approved.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.55
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	78.94

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	4	N/A
Fine and Performing Arts	4	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	8	N/A
All courses	31	42.6

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.